

FLIP

2013-14 YEARBOOK



Acknowledgements

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Elliott Hartstein, *vice chair*

Al Larson, *at-large member*

Raul Raymundo, *at-large member*

Rae Rupp Srch, *at-large member*

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INTRODUCTION

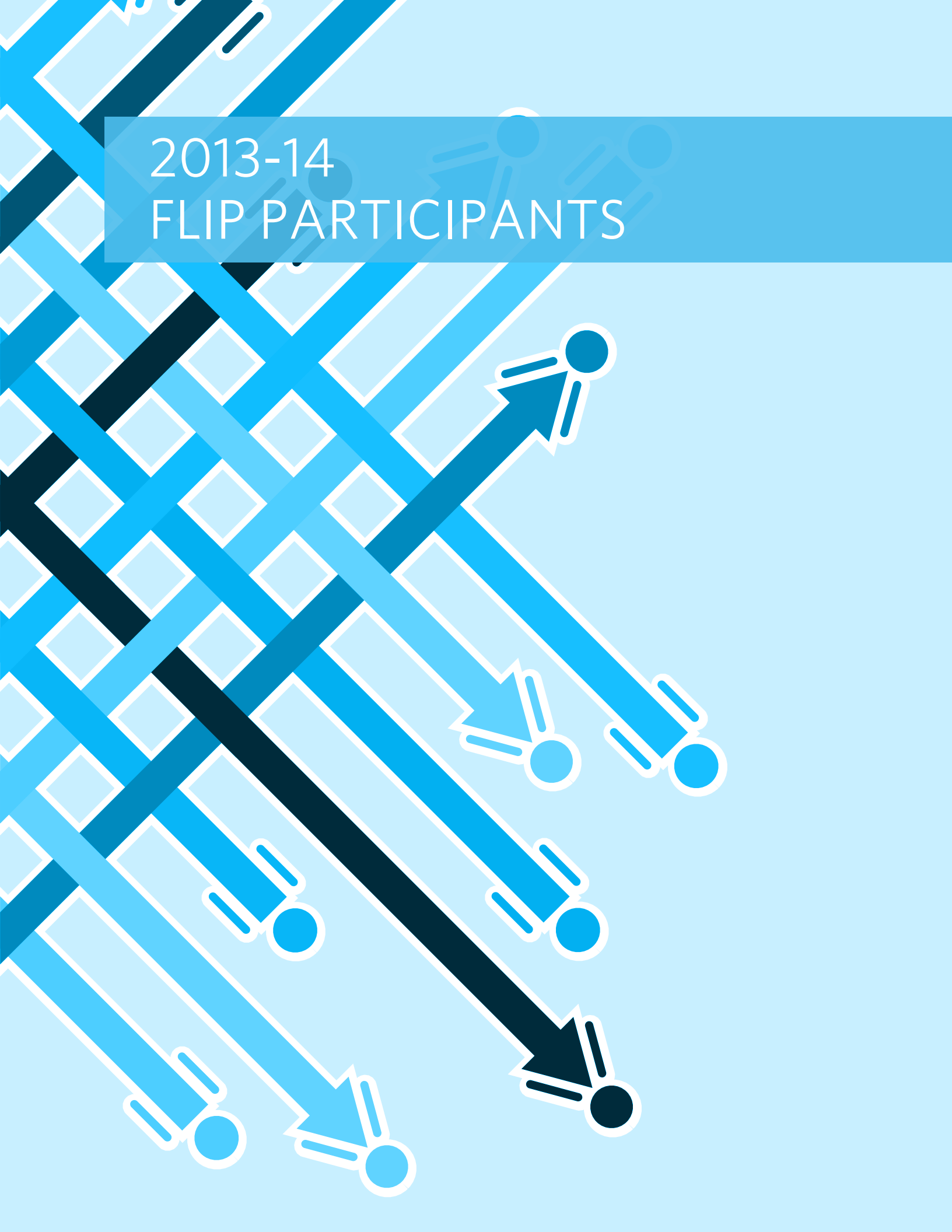


About FLIP (Future Leaders in Planning)

Future Leaders in Planning (FLIP) is a leadership development opportunity offered free-of-charge to students who can contribute ideas to help create a better future for our region. The program began in September 2008. Participants in the 2013-14 program learned about the northeastern Illinois region and shared their thoughts with other teens from Cook, DuPage, Kane, Kendall, Lake, McHenry, and Will counties. Participants also met and interacted with regional leaders who make key planning decisions in our communities.



2013-14 FLIP PARTICIPANTS





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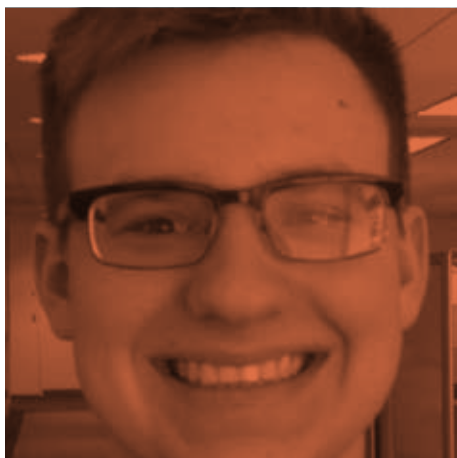
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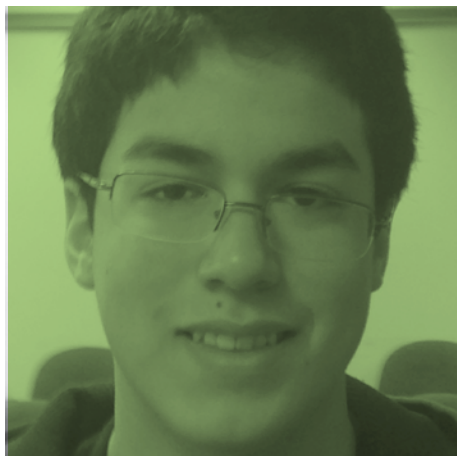
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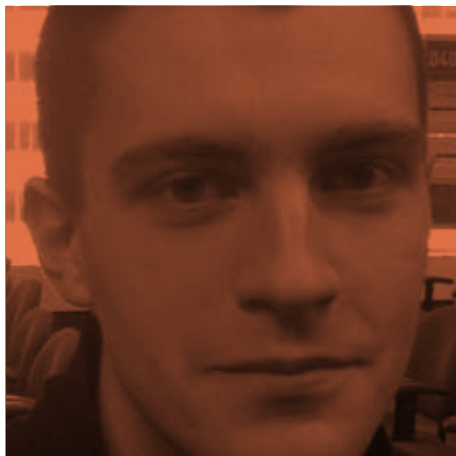
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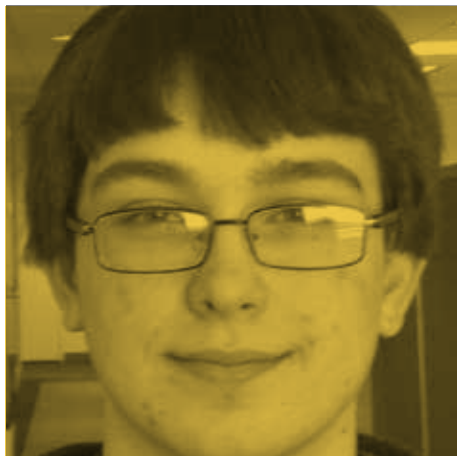
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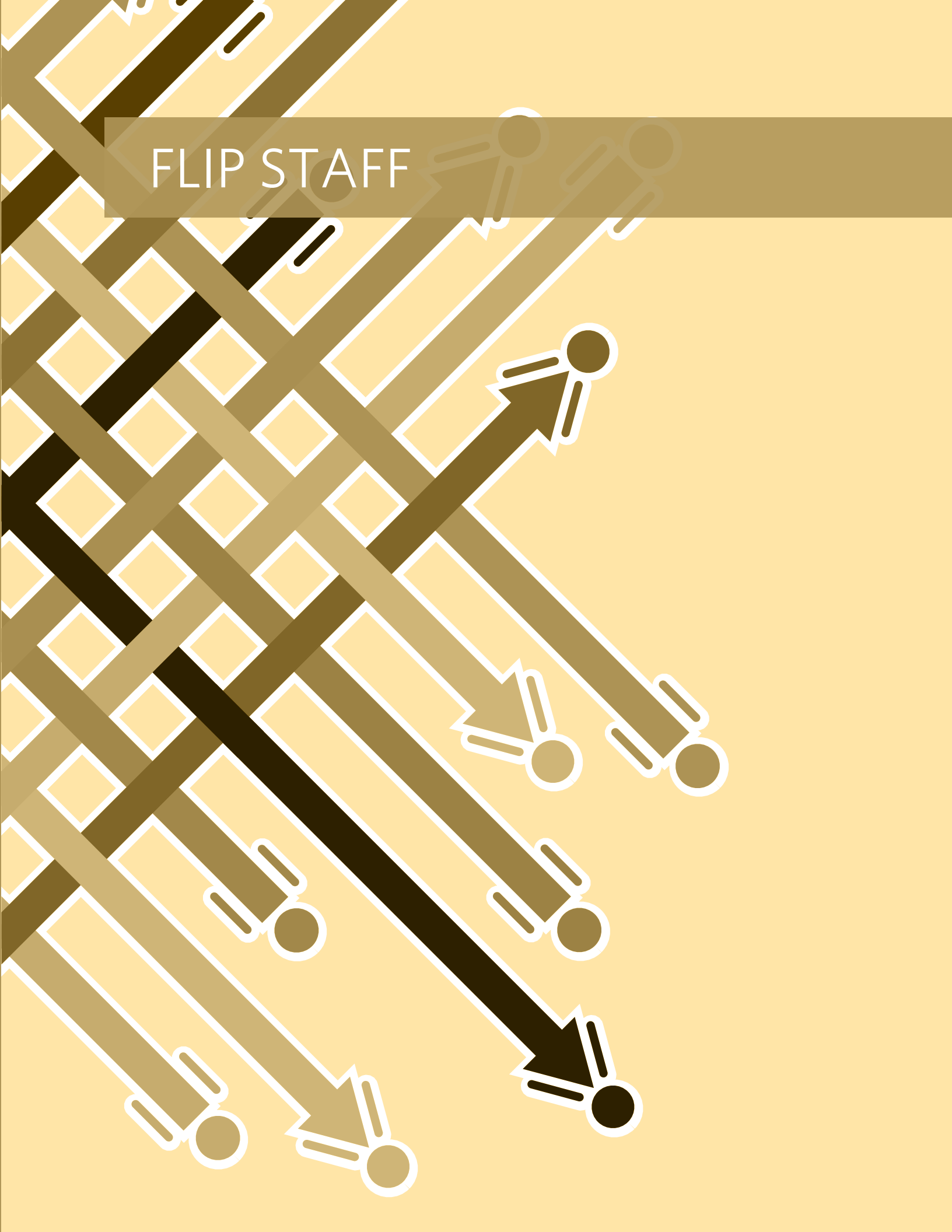


Aaron H. Stein



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FLIP STAFF





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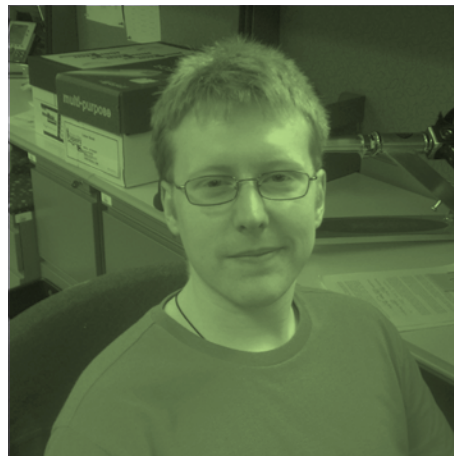
Lindsay Bayley



Brian Daly



Sarah Dunn (*Intern*)



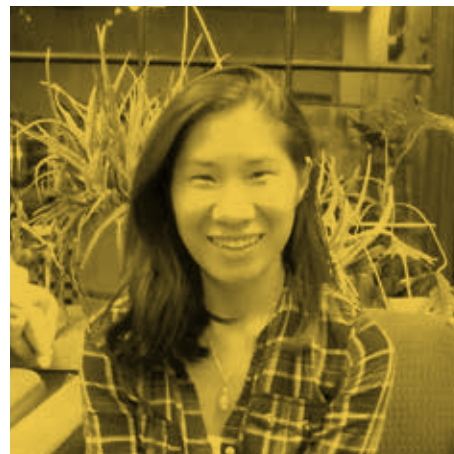
Ross Kinkade (*Intern*)



Ricardo Lopez



George Rivera



Louise Yeung

2013-14 FLIP Program





Over the eight month period, students in the 2013-14 FLIP program worked with local government and industry professionals across our region to create strategies that help implement the GO TO 2040 plan. Session 1 provided students with an introduction to urban planning, and Sessions 2, 3, 4, and 5 were themed around the GO TO 2040 chapters of Livable Communities, Human Capital, Efficient Governance, and Regional Mobility. Session 6 focused on completing students' projects into a final presentation. The program culminated with a final presentation event at La Casa Student Housing and Resource Center in Chicago where students presented their proposed strategies to their parents, CMAP staff, and community leaders.





Retreat

To kick-off the 2013-14 FLIP program, participants got to know each other at a retreat at Washington Park in Chicago. Participants spent all afternoon interacting in different outdoor activities designed to foster positive team problem-solving, mutual respect, accountability, and trust. One key lesson learned was the difficulty in trusting blindly, and the importance of building trust by providing peers support in taking risks. The goal of the retreat was to foster a positive space among participants for collaboration and sharing of ideas.



Session 1: FLIPville





Session one introduced participants to Urban Planning through a role playing activity we at FLIP like to call FLIPville. Students were given a small rural community scenario with a proposed redevelopment project. Students were divided into small groups and each got assigned a stakeholder role to represent local business owners, environmentalists, real-estate developers, community organizers, and local residents. The goal of the exercise was for participants to come to consensus about a shared vision for the future of FLIPville. Participants redeveloped and presented their proposed plans and recommendations to the FLIPville City Council Board.



Session 2: Livable Communities





To learn about what makes a livable community, we traveled to The Plant (www.plantchicago.com) and Growing Power (www.growingpower.org), two sustainable urban farms in the Back of the Yards neighborhood of southwest Chicago working to improve access to local food while strengthening workforce development.





Morning Session: The Plant Chicago

The Plant is housed in an old meat packing facility with a large vertical farm and indoor aquaponics system. The Plant's purpose is to close waste, resource, and energy loops to eliminate waste and repurpose it for sustainable food production and economic development. The Plant serves as an urban sustainable farm, business incubator, and education center. Their business incubator provides startup entrepreneurs with a multi-use shared kitchen space for food and beverage production.

In the image to the left, we see a tour guide explaining to FLIP participants how the Plant operates. Students asked many questions and showed great interest in the environmental and ecological processes of the Plant. This taught students how a vacant and underutilized facility could be repurpose to help lower waste, pollution, and energy costs while having positive effects in the overall health of people and the built environment.



Above is a view of the indoor farm and aquaponic system at the Plant. These plants share a cyclical nutrient relationship with tilapia. The waste from the fish tanks gets filtrated through the plants, providing nutrients to the plants while cleaning the water for the fish. This is one of the many innovative sustainable solutions within the building to repurpose waste for energy conservation and production.



This is an old meat smoking chamber left behind from when the Plant was a meat packing facility. A great advantage of the building is the many inherited amenities from the once meat packing facility, such as a food prep grade wall in the food production space of the Plant. The smoker chamber will be repurpose to house an education room for future groups interested in learning about the innovations and changes in sustainable food production.

Overall, students enjoyed a look into modern food production systems and other new future initiatives, including a brewery and two bakeries which would also run on renewable energy sources.



Afternoon Session: Growing Power, Inc.

Growing Power Inc. was our next stop for the day. Much like the PLant, Growing Power was once an old industrial warehouse that now employs strategies for open space, waste, and energy conservation. Through the use of hoop houses, the farm is able to grow year round, growing over 200 varieties of crops in 300 acres of land across Chicago and Milwaukee. They also have a large compost operation system producing more than 40 million pounds of waste annually.

Growing Power's Chicago Youth Corps engages and employs over 300 youth annually throughout its urban farm sites. At Growing Power youth learn how to grow mushrooms, keep bees, and grow crops to be sold at local farmer markets, local businesses, and residents. They were the ones who led our tour of the facility.

And they have goats! These lovely pets will eventually produce milk and cheese for the farm. Currently, they contribute to the soil fertilization and food waste consumption.

A view of the Growing Power Chicago Iron Street Farm. It is in a very central urban location. Students enjoyed the learning experience, sight, sounds, and smells of the farm.





Session 3: HUMAN CAPITAL





In Session 3, FLIP participants learned about our region's human capital by taking a journey to two manufacturing companies: Sanvik Coromont, and FANUC.



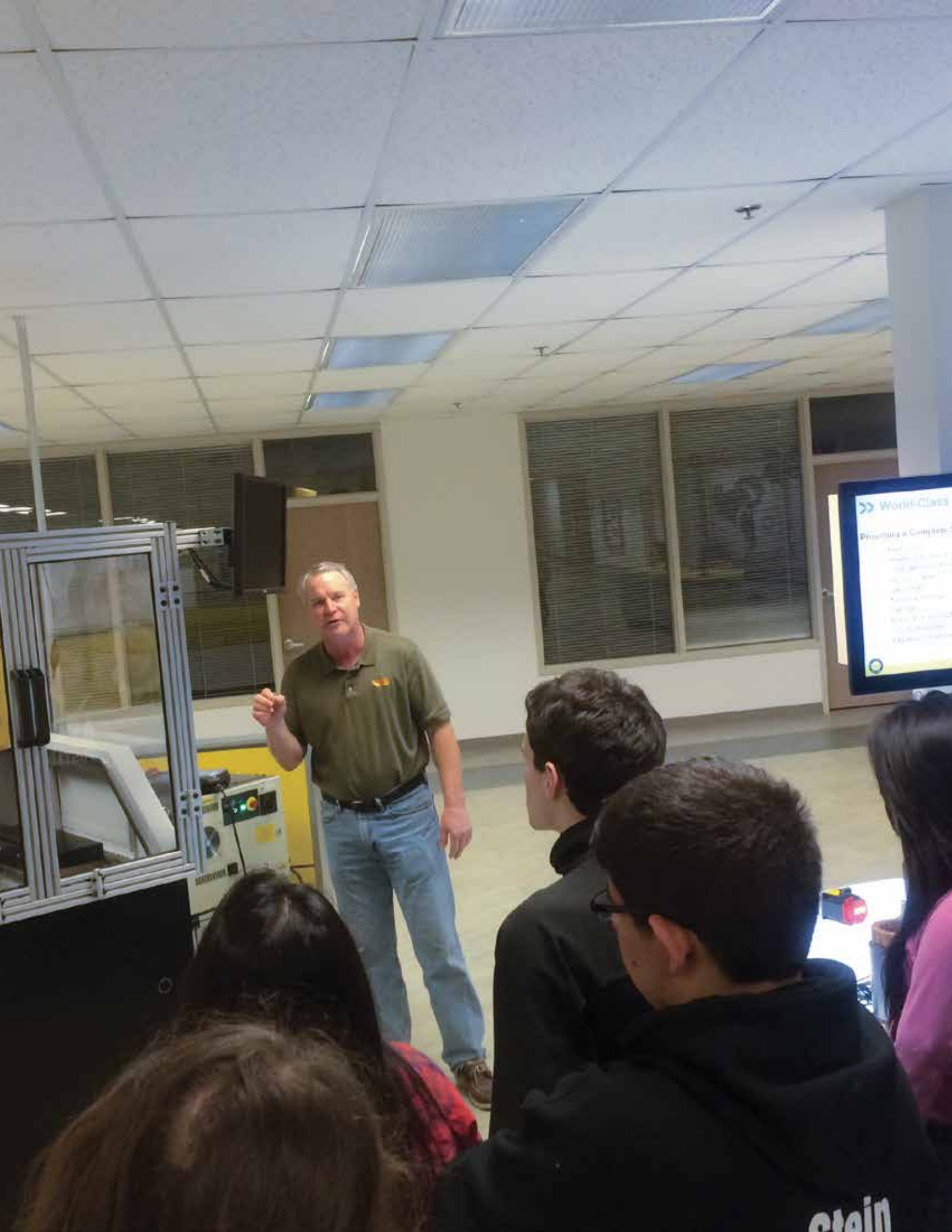


Morning Session: Sandvik Coromant

Sandvik Coromant is a Swedish company and is the world's leading supplier of tools, tooling solutions, and know-how in the metalworking industry. The company is represented in 130 countries, including the United States, where they have a productivity center in Schaumburg, IL. These productivity centers, scattered throughout the globe, are locations where participants get hands-on experience from skilled experts on state-of-the-art machines. The company also offers e-learning course and training.

FLIP students observed a demonstration of CAD and CAM technologies, which are extremely useful in the technical fields. Sandvik representatives encouraged awareness of the need for graduates in the fields of math, science, and engineering to further expand advanced manufacturing in our region and the U.S. With the impending retirement of the baby boomer generation many of these jobs will need to be filled. Students discussed the importance of linking employers with education and workforce development institutions to ensure our workforce is equipped with the skill sets required to meet the jobs of tomorrow.

Students learned about the different types of advance machinery Sandvik operates with. These jobs are no longer what traditional manufacturing used to be. They now required a higher set of skills and pay much more money than before. However, Sandvik representatives stressed concern over the low number of qualified workers available to fill the growing job surplus in manufacturing.



>> World-Class

Presenting a Concept

- 1. Start with a clear objective
- 2. Identify the audience
- 3. Choose the right medium
- 4. Plan the message
- 5. Deliver the message
- 6. Evaluate the results

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Afternoon Session: FANUC Corporation

FANUC Corporation, based in Japan, is a leader in computer numerical control systems. Their U.S. office, located in Hoffman Estates, provides technical training programs in their Computerized Numerical Control (CNC) training center and across the U.S. At these training centers, participants are immersed in programing, application training and maintenance training taught by FANUC staff.

FLIP participants listen to FANUC staff demonstrate functions of their robotic machines. The students were allowed to operate the robots for various manufacturing tasks such as sorting, lifting, moving and production. CNC Programmer/Operator positions are in abundant supply in our region as these companies continue to grow and innovate. These positions start out with a two year degree or vocational training/specialization requirement.



Session 4: EFFICIENT GOVERNANCE





Session 4 introduced FLIP students to the role of government in planning through a morning group activity and afternoon discussion with local leaders representing state, county, and municipal governments. The goal of the session was to learn about efficient governance.





Morning Session: Government Financing

To learn about efficient governance, FLIP students participated in a mock negotiation activity that challenged them to think about the importance of collaboration across municipal boundaries. The activity proposed a transportation project to implement a railroad between two cities. FLIP students had to contend with the need for better transportation and economic development with the disruption of sensitive habitats.



Student groups came up with some creative solutions to the problem. One group decided to postpone action due to a lack of information about environmental impacts. Others made various concessions to gain support from both towns. Students learned that there are many ways to approach collaborative governance and many interests to look out for.

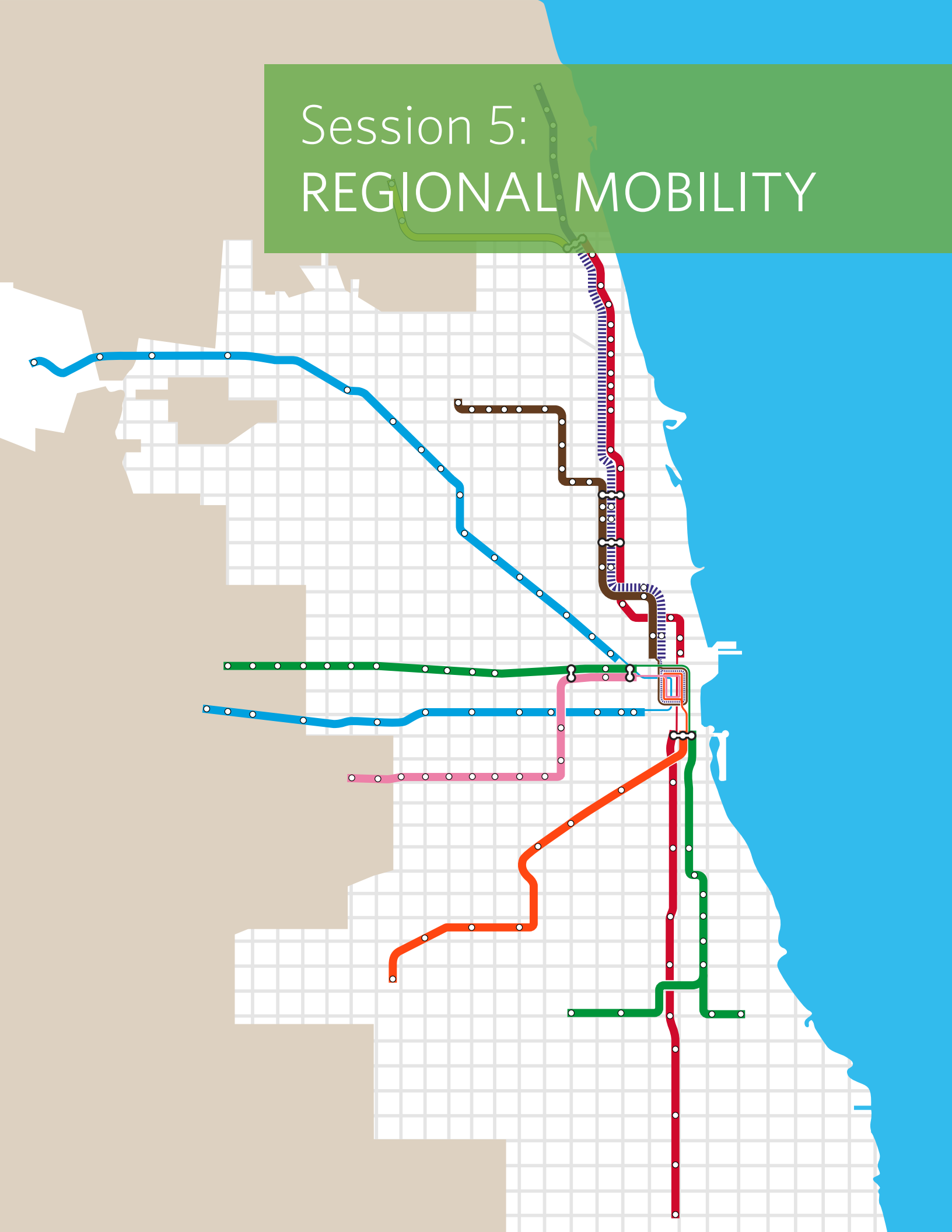
Afternoon Session: Panel Discussion

Following the negotiations exercise, FLIP hosted a panel of government representatives to talk about the different ways they collaborate across all levels of government—federal, state, regional, county, and city—to implement a project.

Students walked away learning about challenges and opportunities for continued collaboration across boundaries, particularly in changing the way investment decisions are made and coordinated across all levels of government.

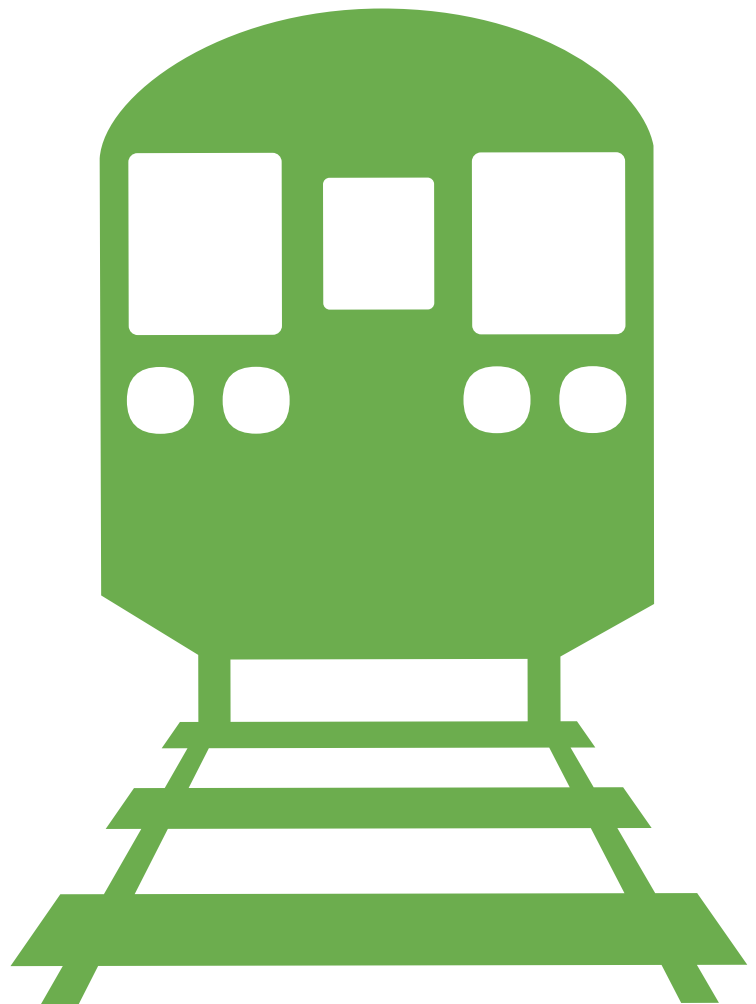


Session 5: REGIONAL MOBILITY





Session 5 took FLIP students for a tour of the Chicago Transit Authority (CTA) Control Center where students learned about mobility and the importance of public transportation. At the Control Center, CTA staff monitors the City's public transit 24 hours a day, 365 days of the year to ensure efficiency and the safety of riders.

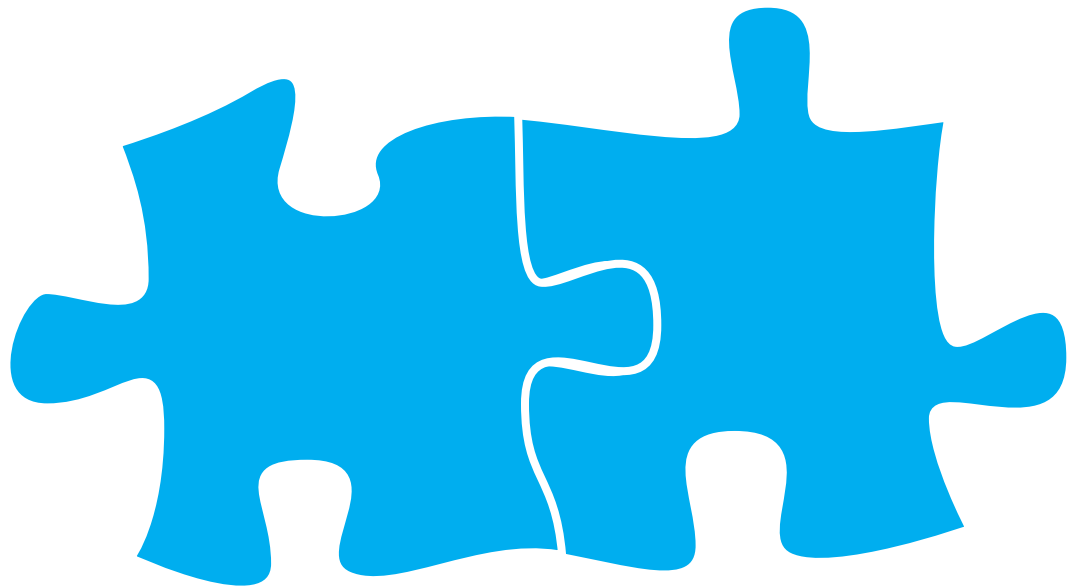


Session 6: PUTTING IT ALL TOGETHER





Our final FLIP session was dedicated to putting together everything we learned into a final presentation to be given in front of an audience of FLIP parents and affiliated guests. The presentation covered the four chapters of the GO TO 2040 plan, and presented what the students learned on each topic. FLIP students took what they learned from each session and provided recommendations for meeting some of the challenges, targets, and goals set forth by the plan.





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